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Brown, Clyde M.

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17. ABSTRACT (MAX. 250 WORDS)

Study to find ''areas of science interest of junior college girls, sources from which they read, and nature of a science course built upon the interests as expressed'' in their readings.

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18. SOURCE OF ABSTRACT

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(11) The single factor relating to the Missouri School for the Deaf which impressed graduates most during their school days was the education these persons received and this education was also considered by graduates to be the most helpful factor relative to the school.

(12) Few graduates felt that additions or deletions should be made in the present-day curricular offerings of the school.

(13) Few graduates return to the home towns and cities from which they entered the school. The graduates tend to migrate to larger cities where they find employment and the companionship of fellow-deaf persons.

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STUDY 7

378.7M71
B812

BROWN, CLYDE M.: *Science Interests of Junior College Girls as Determined by Their Readings in Current Science* (Ed.D. 1951)

MAJOR ADVISER: Ralph K. Watkins.

PURPOSE: ~~(1)~~ To ~~determine the~~ areas of science interest of junior college girls, ~~(2) to determine the~~ sources from which they read, and ~~(3) to determine the~~ nature of a science course built upon the interests as expressed in ~~the~~ readings ~~of the girls~~.

METHOD OF RESEARCH: Examination was made of the 10,215 reading reports made by the 217 Stephens College girls from the basic science course who participated in this study. The reports were analyzed to determine the source of each reading report, and to find into which of the twenty interest categories that were derived that each reading report should be classified. On the basis of marks obtained in General Biology, the basic science course, groups of students of varying abilities were established to find what influence high, low, or median ability had on the science interests and the selection of reading sources.

A course outline was made to illustrate the nature of a science course built upon interests as expressed in the readings of the girls.

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SUMMARY:

(1) The science interests of junior college girls are largely biological.

(2) The interests of the girls are not concerned with the biological field as a whole but are primarily concerned with "homocentric biology."

(3) The interests of the girls are not in technical science but in non-technical science.

(4) The interests of the girls are low in many of the science areas which are commonly assumed as necessary for general education.

(5) There are few interests of the students with high marks that are not shared by those girls with low marks.

(6) The junior college girls depend more upon the current news type magazines and in particular those sections of such magazines devoted to "Science" and "Medicine" for their science reading than upon any other type of magazine.

(7) The junior college girls tend to read mostly from digests and magazines which present short, concise articles.

(8) Technical science publications have little attraction for the junior college girls of the study.

(9) The magazines directed especially toward women readers supply relatively few science articles which are read by junior college girls of the study.

(10) Junior college girls with the highest marks in General Biology read from a greater variety of publications than do those with low marks.

(11) The interests of girls of varying abilities are so much alike that differences in interests need not be taken into consideration in setting up a terminal science course that would appeal to the whole group.

(12) The interests of the girls as expressed in their science readings are in the results of the works of the scientists rather than in scientific methodology.

(13) The interests of the girls are primarily in these phases of science that have a direct relationship to themselves or to mankind.

RECOMMENDATIONS:

(1) Other corroborative investigations similar to the present study but using different techniques, to determine the interest of junior college girls.

(2) A comparable study for men of the junior college age to deter-

mine if there are sex differences in the interests in science.

(3) A breakdown of the large interest areas of Health and Disease, Medicine and Drugs, and Physiology and Anatomy (a) to find the problems of health for which junior college girls seek answers. (b) to find the interests of junior college girls concerning diseases, and (c) to find the particular diseases in which junior college girls are interested.

(4) Investigation to determine methods of strengthening interests in the areas in which the interests of junior college girls are low.

(5) An analysis of current magazines to determine their science content for comparison with the older studies.

(6) An investigation of the scientific reliability of the science articles in the general magazines widely read by students and adults.

(7) An investigation of the possibility of organizing and teaching a general education course based on the science materials in the general and non-technical science magazines.

(8) A comparison of the understanding of scientific methodology and attitudes of students in a general education science course when the course is based on materials taken from current science literature, with students taught in a survey course with traditional textbooks, materials, and methods.

STUDY 8

378.7M71 C131 CALLAWAY, ALBERT BYRON: *Some Environmental Factors and Community Influences That Are Brought to Bear Upon the Personal Lives of Missouri Teachers and Administrators* (Ed.D. 1951)

MAJOR ADVISER: John Rufi.

PURPOSE: The purpose of this study was to determine some of the environmental factors and community influences brought to bear upon the lives of Missouri teachers and administrators.

METHOD OF RESEARCH: Information blanks were used to obtain the major part of the data. Blanks were mailed to 5,100 Missouri teachers, selected from the membership list of the Missouri State Teachers Association, excepting St. Louis, Kansas City, and out-of-state lists. This list was divided into districts and major towns and the proportional number was selected from each. This method assured statewide coverage outside of the exceptions mentioned above. Usable returns were received from 36.23 per cent or 1,843 teachers.